

**Corsicana Independent School District
2021-2022 District Improvement Plan**



Mission Statement

Corsicana I.S.D., in partnership with parents and the community, will teach a rigorous and relevant curriculum in a safe and nurturing environment, preparing our students to succeed and work in a diverse world and encouraging them to become lifelong learners.

Vision

Students will achieve their full potential as empowered, responsible, and productive citizens in our changing society.

Core Beliefs

We believe that we must:

Educate every child

Provide every child the greatest opportunity to learn

Maintain a safe and secure environment: mentally, physically, emotionally, and academically

#CISDStudents1st

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The current enrollment in Corsicana ISD is 5,977. A review of our student enrollment shows a slight decrease over the prior year.

Bowie Elementary- 560

Carroll Elementary (including PK)- 469

Carroll EE & PK- 169

Fannin Elementary- 388

Sam Houston Elementary- 427

Navarro Elementary- 572

Collins Intermediate School- 856

Corsicana Middle School- 929

Corsicana High School- 1776

Our demographic make up suggests slight variances over the prior year. Our current student enrollment by race/ethnicity is as follows: African American 15.6%, Asian 0.6%, Hispanic 53.0%, American Indian 0.2%, Pacific Islander 3.3%, Two or More Races 3.6%, and White 24%. Our White and African American percentages are declining slightly. Our Hispanic percentage continue to increase slightly each year. Our economically disadvantaged percentages has decreased slightly over the prior year and currently reflecting 71.2%. Our percentage of English Language Learners is 24.7%. Students receiving special education are at 12.16%.

Demographics Strengths

Changes in demographics are small enough to appropriately plan for student needs. Corsicana ISD met the state accountability achievement targets in CCMR School Quality Status in 8 out of 9 student groups: All students, African American, Hispanic, Economically Disadvantaged, EL (current & monitored), Special Education (current), Continuously Enrolled, & Non-Continuously Enrolled. The district met the state accountability achievement targets in reading for Hispanic, Economically Disadvantaged, English Learners (current & monitored), and Special Education (current) student groups. The district also met state accountability achievement targets in math for special education student groups and participation targets in all student demographic groups. Growth measures for demographic groups were not calculated for the 2020-2021 school year due to Covid and the STAAR assessment cancellation in 2019-2020.

Student Achievement

Student Achievement Summary

STAAR and EOC assessments are state-mandated standardized tests that are given in the spring of each school year. The tests are designed to evaluate the student's ability to apply the Texas Essential Knowledge and Skills for each grade level or course. Corsicana ISD met or outperformed the state averages in 12 tested areas, including all 5 STAAR EOC tests at the high school. District STAAR performance in the area of math exceeded the state performance by 7 percentage points. The district also exceeded the state performance at the "meets" and "masters" performance levels in 3rd, 4th, 5th, 6th, 7th grade math, Algebra 1, and English I. At the elementary level, reading and writing are our primary areas of focus for increasing student achievement and closing achievement gaps. The district met state targets in the area of reading for the following student groups: Hispanic, Economically Disadvantaged, English Learners, and Special Education. Special Education students also met state targets in math. For the 2021-2022 school year, the district has added NWEA MAP diagnostic testing in reading and math in K-12 to help identify areas of needed improvement and close achievement gaps across all grades. Administrators and teachers track the growth of their students and provide daily interventions throughout the year.

Corsicana ISD 2020-2021 State Accountability

All districts and campuses are labeled Not Rated: Declared State of Disaster 2020

CISD All Subjects:

Approaches Grade Level 66%

Meets Grade Level 38%

Masters Grade Level 15%

CISD Reading:

Approaches Grade Level 65%

Meets Grade Level 39%

Masters Grade Level 14%

CISD Math:

Approaches Grade Level 70%

Meets Grade Level 39%

Masters Grade Level 18%

Student Achievement Strengths

1. The district is showing significant student achievement gains in math for 3rd, 4th, 5th, 7th, and Algebra 1. Those areas are outperforming the state in all levels of STAAR (Approaches, Meets, Masters).
2. CISD Dual Language students are outperforming the state in all tested areas for reading, writing, and math.

3. CISD exceeded HB3 goal for 3rd grade STAAR Reading in the "meets" and "masters" performance areas.
4. CISD exceeded HB3 goal for CCMR by increasing industry-Based Certifications through new & existing CTE classrooms and pathways from 7% to 27%
5. CISD met 8 out of 9 targets for College Career and Military Readiness (CCMR).
6. CISD exceeded the Telpas progress target.

CISD Distinction Designations 2020-2021

There were no distinction designations in 2020-2021 due to the Covid pandemic & school closures.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: Students will be successfully engaged in rigorous and relevant instruction that leads to academic excellence.

We will develop instructional practices that enhance student achievement through real-world applications and hands-on learning.

Evaluation Data Sources: Number of students approaching grade level standards or higher on state assessments

Strategy 1 Details
<p>Strategy 1: All faculty and staff will actively engage in ELPS strategies in all content areas (in-class and remote conferencing).</p> <p>Strategy's Expected Result/Impact: TTESS and instructional walk-throughs, assessment data, student grades, progress monitoring, and number of students meeting approaches grade level standard or higher on state assessments.</p> <p>Staff Responsible for Monitoring: Associate Superintendent, Director of ESL/Bilingual Education, Principals, Asst. Principals, Curriculum Staff</p>
Strategy 2 Details
<p>Strategy 2: Grades K-8 will continue a consistent math and reading RTI plan across all campuses. Grades K-8 will continue a universal and diagnostic screener in math and reading three times per year. Increased time for individualized interventions will be planned in the campus daily schedules.</p> <p>Strategy's Expected Result/Impact: Progress monitoring data, student grades, identification of students who need specialized instruction, the number of students meeting approaches grade level standard or higher on state assessments, and a reduction of at risk students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum, Principals, Asst. Principals, and Instructional Coaches</p>
Strategy 3 Details
<p>Strategy 3: CISD will increase the use of station teach and parallel teach inclusion models with special education and general education teachers in core K-12 classrooms. Teaching strategies will be adjusted for all learning methods, in-class and virtual.</p> <p>Strategy's Expected Result/Impact: Number of students approaching grade level standard on state assessments.</p> <p>Staff Responsible for Monitoring: Associate Superintendent, Director of Special Programs, Principals, Asst. Principals, Special Education Staff</p>
Strategy 4 Details
<p>Strategy 4: CISD teachers will plan instructional lessons following the CISD calibration process for all learning methods (in-class & remote conferencing).</p> <p>Strategy's Expected Result/Impact: Increased student achievement and content mastery in all grades and content areas.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Principals, Assistant Principals, Instructional Coaches, and Curriculum Department</p>

Strategy 5 Details

Strategy 5: CISD teachers will design lessons to incorporate small group instruction utilizing hands-on learning and use of manipulatives for concrete application of concepts. This should include instruction in guided reading, guided math, interventions, and reteaching. Small group strategies will be adapted for virtual learners.

Strategy's Expected Result/Impact: Increased student achievement and content mastery in all grades and content areas.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Principals, Assistant Principals, Instructional Coaches, Curriculum Department, Executive Director of Technology and Innovation, and the Digital Learning Coach

Strategy 6 Details

Strategy 6: CISD teachers will incorporate the Jane Schaffer writing strategies in all content areas K-12.

Strategy's Expected Result/Impact: Increased student achievement in writing in all grade levels.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Principals, Assistant Principals, Instructional Coaches, and Curriculum Department

Schoolwide and Targeted Assisted Title I Elements: 2.6

Strategy 7 Details

Strategy 7: CISD teachers will monitor progress of oral reading fluency for each student in grades K-4 utilizing district RTI programs & resources.

Strategy's Expected Result/Impact: Increased oral reading fluency and reading proficiencies.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Principals, Assistant Principals, Teachers, Instructional Coaches, and Curriculum Department

Strategy 8 Details

Strategy 8: CISD teachers will close gaps in foundational literacy skills by supplementing with a phonics program (Spalding Phonics) and increase time spent in hands-on activities in phonics, phonemic awareness, spelling, and fluency in grades K-4.

Strategy's Expected Result/Impact: Increased mastery of phonics, reading fluency, spelling, reading and writing proficiencies.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Principals, Assistant Principals, Teachers, Instructional Coaches, and Curriculum Department

Strategy 9 Details

Strategy 9: Support the implementation of accelerated instruction and extended day/year learning opportunities to improve the academic performance of students who do not perform satisfactorily on a STAAR, STAAR End of Course (EOC), or STAAR Alt exam.

Strategy's Expected Result/Impact: Increase the number of students who meet grade-level expectations as indicated by MAP growth, and/or STAAR performance.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Executive Director of Technology & Innovation, Principals, Assistant Principals, Teachers, Instructional Coaches, and Curriculum Department

Strategy 10 Details

Strategy 10: CISD will close gaps in student achievement by offering innovative Summer Enrichment Programs integrated with STEM activities & Fine Arts.

Strategy's Expected Result/Impact: Increase the number of students who meet grade-level expectations as indicated by MAP growth, and/or STAAR performance.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Executive Director of Technology & Innovation, Summer School Administrators, Teachers, Instructional Coaches, and Curriculum Department.

Strategy 11 Details

Strategy 11: EL Academy

Provide learning opportunities to improve the academic performance of students who are English learners in reading, listening, speaking, and writing.

Strategy's Expected Result/Impact: Increase the number of English learners who meet grade-level expectations as indicated by MAP growth, TELPAS - advanced high performance levels, and/or STAAR performance in reading and writing.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Executive Director of Technology & Innovation, Principals, Assistant Principals, Teachers, Instructional Coaches, Curriculum Department, and Coordinator of ESL/Bilingual Education.

Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: Design and implement a system to provide for the evolving digital needs of Corsicana ISD
Pedagogy & Instructional Resources

We will develop instructional practices that enhance student achievement through real-world applications and hands-on learning.
We will utilize instructional resources that cater to each student's individual needs to ensure academic success.

- * Establish innovative instructional strategies to enhance student learning.
- * Expand instructional resources to include technology integration for all students.
- * Establish enrichment opportunities at the elementary level to support creative and innovative learning.

Evaluation Data Sources: Increased mastery of content and critical thinking skills as evidenced through state standardized testing.

Strategy 1 Details
<p>Strategy 1: Digital learning will facilitate training for teachers at all campuses in strategies and programs to integrate technology into the classroom and differentiate instruction for students.</p> <p>Strategy's Expected Result/Impact: Increased mastery of content and critical thinking skills through the use of integrated technology.</p> <p>Staff Responsible for Monitoring: Executive Director of Technology& Innovation, Digital Learning Coach, and the Technology Dept.</p>
Strategy 2 Details
<p>Strategy 2: Develop a district refresh cycle plan to ensure appropriate network infrastructure for anticipated future needs.</p> <p>Strategy's Expected Result/Impact: The district will have 1:1 capability with devices and all students will have access to digital platforms.</p> <p>Staff Responsible for Monitoring: Executive Director of Technology/Innovation and Transformation, Director of Technology Infrastructure</p>

Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 3: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 29% to 45% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment, TAPR Report, State Accountability Data

Strategy 1 Details
<p>Strategy 1: Increase 3rd grade literacy proficiency through effective implementation of the RTI programs, oral reading fluency practice & monitoring, small group instruction, and core instruction aligned to the TEKS and district ELAR adoption.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 31% to 37% by June 2022. Continued annual increases will achieve district goal of 45% by June 2024.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Principals, Assistant Principals, Teachers, Instructional Coaches, and Curriculum Department</p>

Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 4: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Math will increase from 27% to 47% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment, TAPR Report, State Accountability Data

Strategy 1 Details
<p>Strategy 1: Increase 3rd grade math proficiency through effective implementation of the RTI programs, computational fluency practice & monitoring, small group instruction, and core instruction aligned to the TEKS and district instructional resources.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Math will increase from 27% to 38% by June 2022. Continued annual increases will achieve district goal of 47% by June 2024.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Principals, Assistant Principals, Teachers, Instructional Coaches, and Curriculum Department</p>

Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 5: The percentage of graduates who meet criteria for CCMR will increase from 50% to 70% by August 2024. The 2022 annual target will increase the percentage of graduates that meet the criteria for CCMR will increase from 50% to 55%.

HB3 Goal

Evaluation Data Sources: TAPR Report, State Accountability data, PEIMS, STAAR Assessments

Strategy 1 Details
<p>Strategy 1: Increase Industry-Based Certifications that can be offered to students through new and existing CTE classrooms/ pathways.</p> <p>Strategy's Expected Result/Impact: The percentage of graduates that will gain Industry-Based Certifications will increase from 27% to 30% by 2022. Continued annual increases will achieve the long term goal of 30% by August 2024.</p> <p>Staff Responsible for Monitoring: CHS Principal, Assistant Principals, and CTE Coordinator</p>
Strategy 2 Details
<p>Strategy 2: Implement a plan to track students who meet CCMR criteria and individual plans to allow each student the opportunity to meet CCMR criteria.</p> <p>Strategy's Expected Result/Impact: The percentage of graduates that meet criteria for College Readiness will increase from 39% to 43% by 2022. Continued annual increases will achieve the long term goal of 50% by 2024.</p> <p>Staff Responsible for Monitoring: CHS Principal, Assistant Principals, and CTE Coordinator</p>
Strategy 3 Details
<p>Strategy 3: CHS will offer College Prep courses to students that have not met CCMR criteria at no cost to the student.</p> <p>Strategy's Expected Result/Impact: The percentage of Economically Disadvantaged Graduates who meet criteria for CCMR will increase from 50% to 57% by 2022. Continued annual increases will achieve the long term goal of 65% by 2024.</p> <p>Staff Responsible for Monitoring: CHS Principal, Assistant Principals, and CTE Coordinator</p>
Strategy 4 Details
<p>Strategy 4: CHS will offer an Industrial Maintenance CTE pathway in partnership with Navarro College, Rural Development Partners, and Audobon that will lead to a level one certificate from Navarro College.</p> <p>Strategy's Expected Result/Impact: The percentage of graduates that will gain a level one will increase from 8% to 15% by 2024. The grant will provide opportunities for students to receive scholarships & strengthen their workforce development.</p> <p>Staff Responsible for Monitoring: CHS Principal, Assistant Principals, and CTE Coordinator</p>

Goal 2: A vital partnership will be created among the home, school, and community that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 1: Increase CISD's positive media exposure in both English & Spanish utilizing a variety of platforms, including local and regional marketing publications, newspapers, along with the CISD web site, Facebook, Twitter, and Instagram.

Evaluation Data Sources: The number of views, shares and likes on social media venues.
Website statistics.
Articles and stories published in local, regional, and educational media mentioning CISD.

Strategy 1 Details
<p>Strategy 1: Create a timeline and schedule of social media postings to occur biweekly, at a minimum.</p> <p>Strategy's Expected Result/Impact: Increased views and shares on social media.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications & Marketing</p>
Strategy 2 Details
<p>Strategy 2: Train social media advocates on best practices for audience engagement.</p> <p>Strategy's Expected Result/Impact: Increased views and shares on social media.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications & Marketing</p>

Goal 2: A vital partnership will be created among the home, school, and community that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 2: Identify, communicate and provide support to CISD families and staff during and after the COVID-19 pandemic.

Evaluation Data Sources: Participation in Education Resources - meetings, online videos, links
Counseling Resources - Sessions and responses
Technology Resources - Tech helpline participation
Relationships with Social Services agencies
Website Statistics
Social Media Statistics
Survey Participation

Strategy 1 Details
Strategy 1: Utilize a variety of media formats to promote, inform and educate in both English and Spanish Staff Responsible for Monitoring: Executive Director of Communications & Marketing
Strategy 2 Details
Strategy 2: The district will analyze and identify student non academic needs and connect families with wrap-around resources. Staff Responsible for Monitoring: Family and Community Parent Liaison, Counselors, Principals

Goal 3: The Corsicana ISD will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 1: Provide a safe and secure learning environment.

Evaluation Data Sources: All District personnel will be trained in the CISD Emergency Standard Response Protocol and implement appropriate response procedures. Corsicana ISD will partner with local and state law enforcement agencies to train district personnel in school safety.

Strategy 1 Details
<p>Strategy 1: Provide Standard Response Protocol training to all district staff members.</p> <p>Strategy's Expected Result/Impact: Implement standard response protocols that create a safe and orderly environment in critical situations.</p> <p>Staff Responsible for Monitoring: Corsicana ISD PD, District-Wide Safety/Security Team, Operations, Technology</p>
Strategy 2 Details
<p>Strategy 2: Partner with state and local law enforcement agencies to implement school safety trainings for all district staff members.</p> <p>Strategy's Expected Result/Impact: Increase staff knowledge and awareness of school safety.</p> <p>Staff Responsible for Monitoring: Corsicana ISD PD, District-Wide Safety/Security Team, Operations, Technology</p>
Strategy 3 Details
<p>Strategy 3: Utilize School Threat Assessment Team (C.A.R.E. Team) policies and procedures to help maintain a safe learning environment.</p> <p>Strategy's Expected Result/Impact: Observe assessment plans and decrease the number of student school safety incidents.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of Student Services, School Threat Assessment Committee Chair, and CISD Chief of Police.</p>

Goal 3: The Corsicana ISD will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 2: Provide a safe and secure physical environment.

Evaluation Data Sources: The Corsicana ISD will implement the SecureTech WAVE Plus system. All district staff and students will provide identification at all times while on district property.

Strategy 1 Details
<p>Strategy 1: Provide a critical incident notification system (SecureTech WAVE Plus) to communicate with first responders over two-way radios. Strategy's Expected Result/Impact: Implement standard procedure for effective critical incident notification to create a safe physical environment in critical situations. Staff Responsible for Monitoring: Corsicana ISD PD, District-Wide Safety/Security Team, Operations, Technology</p>
Strategy 2 Details
<p>Strategy 2: Provide a digital campus/facility map for each campus and facility in CISD for use by first responders and district administrators. Strategy's Expected Result/Impact: Provide a digital map that is current and reliable for use by first responders. Staff Responsible for Monitoring: Corsicana ISD Police Department and the District Wide Safety and Security Team. Navigate 360 will be used to create the digital maps.</p>
Strategy 3 Details
<p>Strategy 3: Create district policy and procedures to address parent notification of dating violence and guidelines for students who are victims. Strategy's Expected Result/Impact: Create local policy to address and inform stakeholders that dating violence will not be tolerated. Staff Responsible for Monitoring: Associate Superintendent, Executive Director of Technology & Innovation, Counselors, Threat Assessment Team</p>

Schoolwide and Targeted Assisted Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)